DOCUMENT RESUME

ED 304 471 TM 012 848

AUTHOR Berney, Mary F.
TITLE Improving Programs for the Preparation of Teachers through the Use of Program Evaluation--The Second Phase.
SPONS AGENCY Tennessee Higher Education Commission, Nashville.
PUB DATE Feb 89
NOTE 11p.; Paper presented in part at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989). For related document, see TM 012 904.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Evaluation Methods; Field Tests; Formative Evaluation; Higher Education; Preservice Teacher Education; *Program Evaluation; Program Improvement; Summative Evaluation; *Teacher Education Programs
IDENTIFIERS *Accreditation Plus Model; Tennessee

ABSTRACT

Plans for the field-testing and implementation of the Accreditation Plus Model (APM) for evaluation of teacher preparation programs are described. Field-testing is taking place in the Center for Teacher Education Evaluation at Tennessee Technological University (Cookeville). The APM is based on the professional judgment approach to program evaluation and includes seven major components: (1) student growth outcomes; (2) teacher education candidates; (3) teacher education program; (4) application of the APM; (5) application of the Joint Committee Standards for Evaluation; (6) evaluation beyond accreditation--the "Plus" of the APM; and (7) formative and summative evaluations. A manual is being assembled under the working title "Implementation of the Accreditation Plus Model" with 18 chapters relating to teacher education evaluation. As the manual nears completion, the center is soliciting feedback on its use in particular evaluation settings. An opportunity for input into the manual will come in the center's conference in Nashville, Tennessee, April 30-May 2, 1989. The APM and the manual should be of value to institutions of all sizes preparing for and maintaining accreditation or approval of teacher education programs. One flowchart presents the APM. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED304471

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary F. Berney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IMPROVING PROGRAMS FOR THE PREPARATION OF TEACHERS THROUGH THE USE OF PROGRAM EVALUATION--THE SECOND PHASE

Mary F. Berney, Ed.D.
Center for Teacher Education Evaluation
Tennessee Technological University
Cookeville, TN 38505

TM012848

IMPROVING PROGRAMS FOR THE PREPARATION OF TEACHERS THROUGH THE USE OF PROGRAM EVALUATION--THE SECOND PHASE[1]

Mary F. Berney, Ed.D.
Center for Teacher Education Evaluation
Tennessee Technological University
Cookeville, TN 38505

The Accreditation Plus Model for the evaluation of teacher preparation programs was designed and is being field-tested by staff in the Center for Teacher Education Evaluation located at Tennessee Technological University. This chapter was written to describe the field-testing, or implementation process, and will provide only as much background information as is necessary to frame that description.

Background Information

The Accreditation Plus Model

The Model was developed around the professional judgment or accreditation model of evaluation and is intended to be used by persons in institutions seeking accreditation or approval of teacher preparation programs at the national, state, or regional levels. The Model is built around the foundations for the accreditation of teacher education programs by the National Council for the Accreditation of Teacher Education (NCATE). In the development of the model, however, due emphasis was given to the state approval processes for teacher education programs and to the requirements of the various regional agencies that accredit total institutional programs. The basic assumptions that underlie the Model include these three:

(1) The Standards, policies, and procedures of NCATE, if fully employed, would guide the development and operation of a quality teacher education program.

(2) Through compliance with NCATE's preconditions, the compilation of annual reports, the preparation of a self-study, and a carefully conducted site visit, sufficient data and information will be provided that will make continual changes and improvements in a teacher education program possible.

(3) The atmosphere of accreditation should not be a crisis or threat situation. Accreditation should be a team affair and a force for positive change.

Last year Paul Clark spoke at the Eastern Educational Research Association

---

[1]Presented in part before the Eastern Educational Research Association Meeting, Savannah, GA, February, 1989. The work reported herein was supported in part by a grant from the State of Tennessee through the Tennessee Higher Education Commission.

TM012848

(EERA) meeting about the Accreditation Plus Model for evaluating teacher education programs. He presented some background information which included the results of several literature searches indicating the need for more systematic evaluation and descriptions of evaluation models. He noted that there was some concern about the need to present yet another evaluation model and summarized the process he and fellow Center staffers, Jerry B. Ayers and William J. Gephart followed as they evaluated dozens of models to find one which would help them meet the three Center goals:

1. Contribute to the continual improvement of teacher education programs through the systematic development and testing of teacher education evaluation models.

2. Further research in the area of teacher education program evaluation.

3. Establish improved delivery systems for information about teacher education evaluation.

In considering the models, the staff looked at five "dimensions of worth":

1. Completeness vs. partiality
2. Age and history
3. Maturity vs. immaturity
4. Isomorphic vs analogous modeling
5. Model specificity vs. generality

Professional Judgment or Accreditation Model. After much study, Ayers, Gephart, and Clark determined that the accreditation model is of the greatest worth relative to the goals of the Center. The professional judgment approach to accreditation dates back to the year 2000 B.C. when Chinese civil servants took oral accrediting examinations. The movement from which the A+ Model was developed began in the 1920s and 1930s (A.D.). Worthen and Sanders describe and define the process, writing that

> "in accreditation, standards against which schools or organizations are measured are generally arrived at through the collective judgments of persons seen as possessing expertise about secondary or higher education. Institutions are asked to undergo an extensive self-study, based on a set of guidelines provided by the accrediting agency. Experts then conduct a site visit at regular intervals.... Using a set of criteria developed by the accrediting agency, the site visitors observe the operation of the institution, meet with officials...and talk to various persons affected by that institution's operation. The visiting team deliberates on the quality of the program and writes a final report which is sent to the accrediting agency. The agency then meets...and takes any actions which seem advisable. If deficiencies are found in the program, certification is withheld until the substandard conditions are

corrected.... The main emphasis of the professional judgment approach to evaluation is that of application of presumed expertise to yield judgments about quality of effectiveness. In accreditation, per se, self-study and maintenance of defined standards are also formalized" (1973, p. 127).

The "Plus". The main part of the model is based on accreditation. But the accreditation process alone is not sufficient to address all real and potential evaluation questions. The "Plus," or second part of the Accreditation Plus Model, is necessary because, as people become more comfortable with the idea of evaluation--which will happen when "preparing for NCATE" becomes a routine, on-going activity rather than a crisis--they will likely raise evaluation questions which are important to them and to their programs, but which will not be answered in the accreditation process. At that time, informed eclecticism should guide the choice of one or more models to apply in answering the questions. The chosen model(s) should be the one(s) best-suited to meet a specific need and not an expedient or political choice. Several sources of information about various models are listed in the reference to this paper.

The Accreditation Plus Model

The Accreditation Plus Model is described fully in the article of the same title (Ayers, Gephart, and Clark, 1988). An updated schematic of the Model is included here as Figure 1. The Model includes seven major components: (1) Pupil Growth Outcomes (the ultimate goal of teacher education); (2) Teacher Education Candidates (the assumption is made that teacher education candidates will complete certain tasks); (3) Teacher Education Program (evaluation of its various elements); (4) Application of the Model; (5) Application of the Joint Committee Standards for Evaluation; (6) Evaluation beyond accreditation (the "Plus," or use of specified models to meet certain needs); and formative and summative evaluation (both forms are essential to the evaluation of a teacher education program).

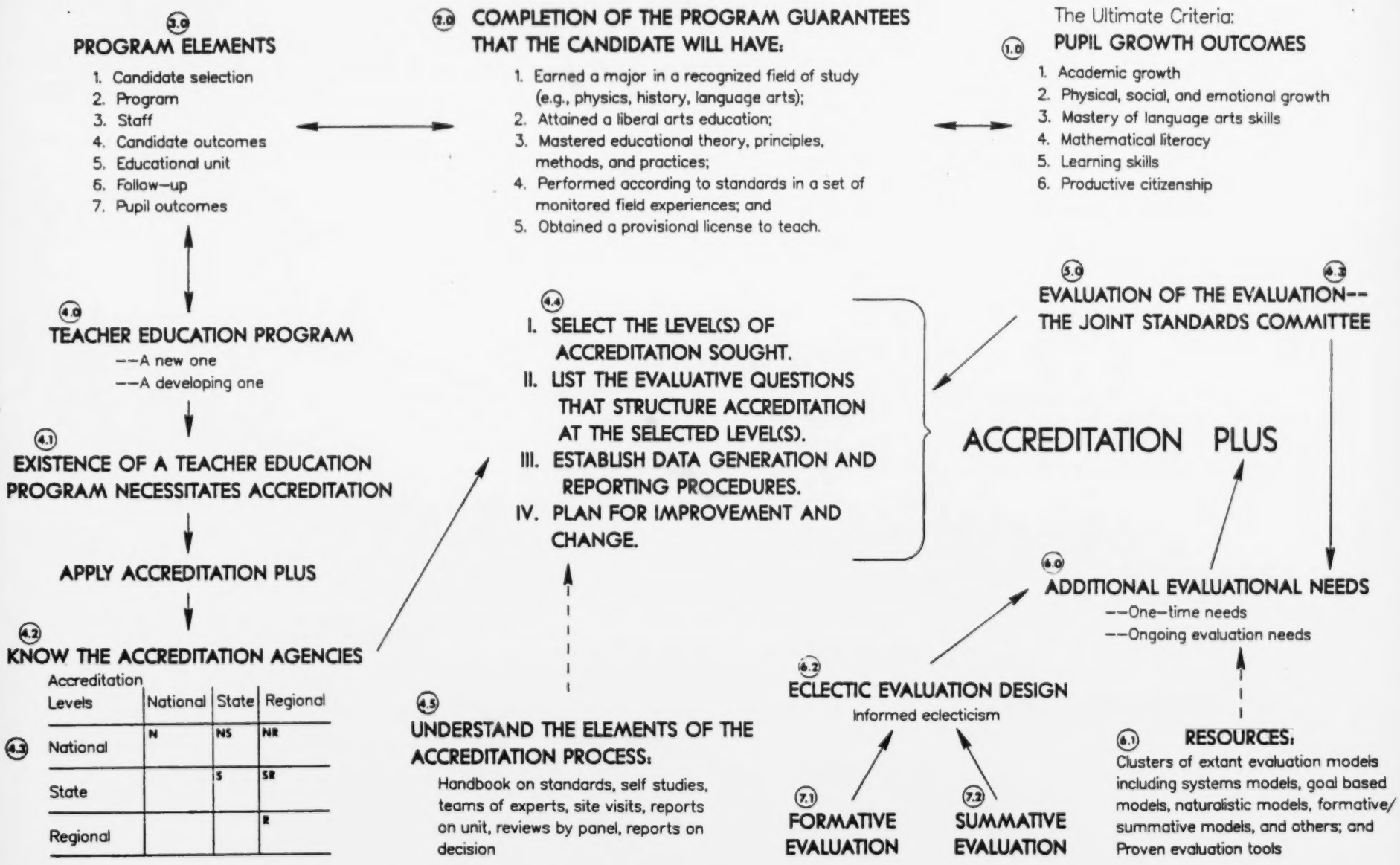
The Accreditation Plus Implementation Manual

The Model was developed during the past two years. In the spring of 1987 a group of experts in the fields of education and evaluation were asked to write papers addressing specific topics relative to teacher education evaluation. Those papers became the basis of a book, **Teacher Education Evaluation**. In the summer of 1988, the Center director, Dr. Jerry B. Ayers, commissioned another group of scholars to write papers addressing specific aspects of the Model itself. Under the working title, **Implementation of the Accreditation Plus Model**, eighteen chapters, a preface, an introduction, and a conclusion have been assimilated. One of the chapters in the **Manual** is "The Accreditation Plus Model," by Ayers, Gephart, & Clark. The other seventeen are new and include:

Background for Teacher Education Evaluation
J. B. Ayers and M.F. Berney, Tennessee Technological University

Figure 1

THE ACCREDITATION PLUS MODEL


3.0
PROGRAM ELEMENTS
1. Candidate selection
2. Program
3. Staff
4. Candidate outcomes
5. Educational unit
6. Follow–up
7. Pupil outcomes
2.0
COMPLETION OF THE PROGRAM GUARANTEES THAT THE CANDIDATE WILL HAVE:
1. Earned a major in a recognized field of study (e.g., physics, history, language arts);
2. Attained a liberal arts education;
3. Mastered educational theory, principles, methods, and practices;
4. Performed according to standards in a set of monitored field experiences; and
5. Obtained a provisional license to teach.
The Ultimate Criteria:
1.0
PUPIL GROWTH OUTCOMES
1. Academic growth
2. Physical, social, and emotional growth
3. Mastery of language arts skills
4. Mathematical literacy
5. Learning skills
6. Productive citizenship
4.0
TEACHER EDUCATION PROGRAM
––A new one
––A developing one
4.1
EXISTENCE OF A TEACHER EDUCATION PROGRAM NECESSITATES ACCREDITATION
APPLY ACCREDITATION PLUS
4.2
KNOW THE ACCREDITATION AGENCIES
Accreditation Levels | National | State | Regional
4.3
National | N | NS | NR
State | | S | SR
Regional | | | R
4.4
I. SELECT THE LEVEL(S) OF ACCREDITATION SOUGHT.
II. LIST THE EVALUATIVE QUESTIONS THAT STRUCTURE ACCREDITATION AT THE SELECTED LEVEL(S).
III. ESTABLISH DATA GENERATION AND REPORTING PROCEDURES.
IV. PLAN FOR IMPROVEMENT AND CHANGE.
4.5
UNDERSTAND THE ELEMENTS OF THE ACCREDITATION PROCESS:
Handbook on standards, self studies, teams of experts, site visits, reports on unit, reviews by panel, reports on decision
5.0
EVALUATION OF THE EVALUATION––THE JOINT STANDARDS COMMITTEE
6.3
ACCREDITATION PLUS
6.0
ADDITIONAL EVALUATIONAL NEEDS
––One–time needs
––Ongoing evaluation needs
6.2
ECLECTIC EVALUATION DESIGN
Informed eclecticism
7.1
FORMATIVE EVALUATION
7.2
SUMMATIVE EVALUATION
6.1
RESOURCES:
Clusters of extant evaluation models including systems models, goal based models, naturalistic models, formative/summative models, and others; and Proven evaluation tools

This chapter includes an overview of the problems and needs of faculty relative to program evaluations. It answers the question, "what are some of the problems faced by the faculty of an institution in meeting the standards for approval of teacher education programs by accrediting agencies?" An examination of the use of formative evaluation in program improvement and the use of the Joint Committee **Standards** for evaluating the evaluation process are also included.

Selection and Evaluation of a Knowledge Base for Teacher Education

Roger Pankratz, Western Kentucky University

The "knowledge base" is an essential feature of any teacher education program. This chapter provides an overview of how faculty in an institution can select and evaluation a suitable knowledge base for use in their program(s).

Candidate Selection: Testing for Admission

L. Rudner, LMP Associates and the ERIC Clearinghouse for Tests, Measurement, and Evaluation

Pressures and important issues which impact teacher education, particularly in the area of admissions criteria, are discussed. Sources of tests and information on testing are provided, along with a series of questions for use in evaluating a test.

Quality Controls in Teacher Education Programs

W. E. Loadman, The Ohio State University

Definitions and ties to NCATE standards are presented, along with useful information about setting and maintaining high standards in a teacher preparation program.

Evaluation of Field and Laboratory Experiences

N. Zimpher, The Ohio State University

This chapter focuses on the evaluation of student teaching experiences in terms of a student's technical, clinical, personal, and critical areas of competence. Annotated references and sources of instruments are included for each area and a literature review helps put the topic into perspective.

Assessment of Performance Outcomes in Teacher Education

J. McLarty, American College Testing

Here are suggestions for developing a student performance assessment that is individualized for each program. The chapter covers everything from setting goals to collecting data and identifying resources. The full range of means by which performance data can be collected is described.

Evaluating the Knowledge Base for Teacher Education: an Example

W. Wiersma, The University of Toledo

This chapter includes another set of suggestions for use in evaluating the knowledge base of a teacher education program.

Conducting Follow-Up Evaluations

J. Craig, Western Kentucky University

Follow-up evaluations are frequently conducted and then ignored. Craig offers suggestions to ensure that the effort is carefully planned, carried, out, and implemented. He provides several data collection instruments and many timely hints.

Use of the Mail Survey to Collect Information for Program Improvement

J. B. Ayers, Tennessee Technological University

Follow-Up studies quite often take the form of mail surveys. From his two

decades of experience in conducting follow-up studies, Ayers offers suggestions on improving the utility of such surveys. He includes resources, checklists, and a survey which has been known to yield high rates of return.

Evaluation of the Teacher Education Faculty

J. Centra, Syracuse University

Teaching, research, and service are the three areas in which faculty members are generally evaluated. Centra discusses these in terms of four types of evaluation: student ratings of faculty; faculty peer ratings; self-evaluations; and evaluations by committees or administrators. He has provided a number of instruments and an extensive list of resources.

Evaluating the Structure of the Education Unit

E. Hearn, Tennessee Technological University

There is no one governance structure for an education unit. This chapter includes suggested governance approaches for different types of institutions (small colleges, mid-sized colleges, and large universities). Checklists for self-evaluation are included.

Evaluation of the Physical Facilities for a Teacher Education Program

M. F. Berney, Tennessee Technological University

Designed to help faculty members determine the strengths and weaknesses of their facilities in terms of the NCATE criteria, this chapter provides a checklist and annotated list of resources and other reference materials on the subject. It will not replace any routine inspections, nor will it convert teacher preparation faculty into civil engineers or physical facilities experts, but it will help the faculty members converse intelligently with engineers and other physical facilities personnel.

Evaluation of the Financial Resources for a Teacher Education Program

E. D. Garten, The University of Dayton

Checklists and references to important resource materials make this chapter, like the resource evaluation chapters , useful tools in the accreditation evaluation process. Using these papers will ensure that teacher education faculty know what their libraries and resource centers house and what they are lacking to meet standards.

Models and Modeling in Evaluation

W. J. Gephart, Western Michigan University

There are, by some counts, at least three dozen evaluation models that have some relevance to teacher preparation programs. Gephart describes these models, their strengths and weaknesses, and applicability to teacher education.

Use of Evaluation Information in Program Improvement

W. J. Rutherford, The University of Texas at Austin

A companion piece to the chapter on Follow-up evaluation, this chapter provides some practical suggestions for implementing evaluation results. An expert in the area of innovation and change, Rutherford understands the difficulties inherent in implementing new programs or strategies and his chapter can help smooth the way for others.

Law and Teacher Education Program Evaluation

J. L. Curcio, The University of Florida

A faculty member in higher education, not a lawyer, Curcio writes in layperson's terms about some of the real and potential legal problems and issues

facing higher education today. A glossary and checklist of questions to ask about programs make this piece practical and useful.

The final paper, by Center staff members, includes a look toward the future of teacher preparation and evaluation.

The Manual is about 80% complete at this time. Center staff have begun taking it to faculties in colleges throughout the Southeast to get feedback on how it would work in their settings. The Model is designed to be used in any teacher preparation setting, public or private, small, medium, or large. These talks with faculty have helped us refine parts of the Manual to ensure that it will indeed be a useful tool.

We have discovered, for instance, that one small college wants to implement a laboratory experience which would closely follow the scientific laboratory concept. No, the chapter on evaluating field and laboratory experience doesn't address that issue specifically. We found ourselves shaking our heads and suggesting that he look to the **Standards** for directions on that projects. Other suggestions are welcome. In another instance, a person wondered if the section on Admissions Criteria included a discussion on evaluating speech. No, it didn't at the time. It does now. Participants in our dissemination sessions have asked specific questions about interview schedules and general questions about program evaluation. We learned from each question and the final copy of the Manual will reflect our learning.

A major opportunity for input into the final shape of the Manual will come April 30 - May 2, at our conference in Nashville. Educators from across the country will be there to exchange ideas and discuss the chapters . An attorney from the Tennessee State Board of Regents' Office will be present to speak on legal issues and has indicated that she would prefer to address specific questions. We are collecting those from the dissemination sessions and invite anyone who so desires to send questions to us before April 28.

Summary

The Accreditation Plus Model has been discussed in terms of its development and a Manual which was designed to aid in its implementation. The model is based on the professional judgment approach to program evaluation and is believed to be of value to institutions of all sizes in preparing for and maintaining accreditation or approval of teacher education programs. Anyone wishing to use the model or to learn more about it is urged to contact the Center for Teacher Education Evaluation, Box 5207, Tennessee Technological University, Cookeville, TN 38505.

References

Ayers, J. B. and Gephart, W. J., (Eds.) (1988). **Teacher Education Evaluation.** Boston: Kluwer Academic Publishers.

Ayers, J. B. , Gephart, W. J., and Clark, P. A. (1988). The accreditation plus model. **Journal of Personnel Evaluation in Education, 1**(1), 335-343.

Clark, P. A., Ayers, J. B., and Gephart, W. J. (February, 1988). **Improving**

programs for the preparation of teaching through program evaluation. Paper presented at the meeting of the Eastern Educational Research Association, Miami, FL.

Joint Committee on Standards for Educational Evaluation. (1981). **Standards for evaluations of educational programs, projects, and materials.** New York: McGraw-Hill Book Company.